***Preliminary Theme***

Topics: Alphabet, Numbers 0-30, Colors, Greetings/Goodbyes, Classroom commands, Interrogatives, How are you?, Prepositions/Connector words (in, on, with, but, because, for, also, from, before, after)

***Theme 1: Personal and Public Identities***

***Unit Title - All about me!***

*Topic: Demographic Information (intros, name, age, origin, likes/dislikes)*

Essential Questions:

* Who am I?
* Who are you?

I can…

* Introduce myself and others
* Give my age
* State where I am from
* Express likes and dislikes
* Ask someone his/her age, origin and likes/dislikes

Grammar/Functions:

* First and second person forms of:
	+ to be (from)
	+ to have (age)
	+ to like
	+ Negative
	+ to be called/named
	+ interrogative words

Vocabulary:

* Introductions
* Nationalities
* Countries
* Interrogative words

State Standards & Competencies:

* Interpretive Communication - 1a,b,c; 2d; 3b,c; 4a,c
* Interpersonal Communication - 1a,b; 2a,b,d; 3b
* Presentational Communication - 1a,b,e; 3e
* Cultures - 1a,c; 2d,g

***Theme 2: Beauty and Aesthetics***

***Unit Title: Skin Deep***

*Topics: Physical Characteristics, Personality Traits, Colors*

Essential Questions:

* What do I look like?
* What is my personality?
* What do my friends look like and what are their personalities?
* What is beauty like in the U.S. and in target cultures?

I can…

* describe myself and others
* ask questions to find out information about others
* compare cultural perspectives on beauty

Grammar/Function:

* To be (all forms)
* Gender/agreement
* Singular/plural adjectives
* Subject pronouns

Vocabulary:

* Physical adjectives
* Personality adjectives
* Colors
* Subject pronouns

State Standards & Competencies:

* Interpretive Communication - 1a,b,c,e,f; 2b; 3a,b,d,e; 4f
* Interpersonal Communication - 1a,c,d,e; 2a,c; 3b,c
* Presentational Communication - 1c; 2b,c,g
* Cultures Standards - 1h; 2d

***Theme 3: Families and Communities***

***Unit Title: My Family and I***

*Topic: Family Members*

Essential Questions:

* Who is in my family?
* What constitutes a family?
* How are families from the U.S. similar to and different from families in the target culture?

I can…

* Name and describe my family
* Talk about other families

Grammar/Function:

* To have
* Possessive adjectives
* Possession using “de”
* There is/are
* Comparisons - Older than, younger than, bigger than, smaller than, indefinite and definite articles

Vocabulary:

* Family members
* Comparisons (bigger, smaller, older, younger, close-knit)
* Review adjectives

State Standards & Competencies:

* Interpretive Communication - 1a,b,c,d,e,f; 3d
* Interpersonal Communication - 2d; 3
* Presentational Communication - 1e,f; 2c
* Cultures Standards - 1h; 2d

**Theme 4: Social Relationships**

***Unit Title : School Rules!***

*Topic: School Relationships*

Essential Questions:

* What are my friends/classmates like?
* What is my school like?
* What makes a “good” education?
* How does my school day differ from the school day in the target culture?

I can…

* Describe my friends and classmates
* Talk about my school day
* Compare my school experience to that of a school life in the target culture

Grammar/Functions:

* Present tense action verbs
* more than, less than

Vocabulary:

* classes (subjects)
* People at school
* School supplies/classroom objects
* Activities done during school
* Review connector words

State Standards & Competencies

* Interpretive Communication - 1b,c,e; 2d; 3a,b,c; 4a,b,d
* Interpersonal Communication - 1b,e; 2a,d; 3b
* Presentational Communication - 1a,b,c,f; 2c,3a
* Cultures Standards - 1d,e,g

***Theme 5: Global Issues and Challenges***

***Unit Title: Where in the world?***

*Topics: Geography (Countries and Capitals), Food*

Essential Questions:

* Where is the target language spoken?
* What foods do I eat?
* What foods are commonly eaten in the target cultures?
* What food products are exported from the target cultures?

I can...

* Identify and label target language countries and capitals
* Describe the foods that I eat
* Describe the foods that are eaten in the target culture
* Llist food products from the target culture
* Identify food categories

Grammar/Functions:

* To go
* Simple future (going to do something)
* Contractions (to the= “al” Spanish, “à” French)
* To be (“estar” in Spanish)
* To be hungry/thirsty
* Directional prepositions (close to, to the south of, etc.)
* To want (to be able to as well for French), partitive (French)

Vocabulary;

* Countries
* Capitals
* Food items - beverages, meals
* Adjectives related to food
* Direction prepositions
* Frequency words (everyday, sometimes, never)

State Standards:

* Interpretive Communication - 1a,b,c,d,e,f; 3d
* Interpersonal Communication - 1a,b,d; 2a,c,e,f
* Presentational Communication - 1a,b,c,e,f,g; 2c,l
* Cultures Standard - 2d

***Theme 6: Science and Technology***

***Unit Theme: Stormy Weather***

*Topics: Seasons, Weather, Numbers, Calendar, Time*

Essential Questions:

* How do the weather and seasons affect our lives?
* What are the weather differences in other hemispheres? Countries?
* What are time zones? How do they differ?
* How do calendars differ in the target culture?

I can…

* Give and understand times, dates and weather information
* Read calendars and schedules in the target cultures

Grammar/Functions;

* To do (“faire” French)
* Ser/estar comparison (Spanish)
* To be hot/cold

Vocabulary;

* Days of the week
* Months
* Seasons
* Weather expressions
* Review numbers
* Holidays

State Standards & Competencies:

* Interpretive Communication - 1a,b,c,d,e,f; 2c,d; 3a,b,f; 4d
* Interpersonal Communication - 1b; 2b,d,e,f,g; 3b,d
* Presentational Communication - 1b,c; 2b,c,l; 3d,e
* Cultures Standard - 1c,d; 2b,c,d

***Theme 7: Contemporary Life***

***Unit Theme: More About Me!***

*Topics: Clothing, Pastimes and Hobbies*

Essential Questions:

* What is my personal style?
* What do I wear for specific events?
* What do I like to do in my free time?
* What do activities and pastimes reveal about a culture?

I can…

* Describe what I and others am wearing
* Talk about where I like to buy my clothes
* Talk about what I wear for certain occasions
* Talk about what I like to do in my free time
* Make comparisons based on clothing and pastimes

Grammar/Functions:

* To like (all forms)]
* Stem-changing verbs (Spanish)

Vocabulary:

* Clothing items
* Review colors
* Clothing adjectives
* Free-time activity verbs
* Review frequency words

State Standards & Competencies

* Interpretive Communication - 1a,b,c,d,e,f; 3b,c,f; 4a,c
* Interpersonal Communication - 1a,b,d; 2b,d,e,f,g; 3a,b,d
* Presentational Communication - 1a,b,e; 2c,3e
* Cultures Standards - 1a,b,c,g; 2a,b,d